

Lisbon – Malacca Port Cities Twin Conferences 2019 / 2020



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8th AMER International Conference on Quality of Life

Mahkota Hotel Melaka, Malacca, Malaysia, 18-19 Mar 2020

(Due to the Covid-19 lockdown, paper virtually presented on 25 Mar 2020)



The Significance of Living Heritage Conservation Education for the Community toward Sustainable Development

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Abstract

Living Heritage or intangible cultural heritage (ICH) defined as human skills and knowledge, practices, expression, and instruments that form the transmitted practices of local people. By a lack of responsibility, recognition, and education, many emotions and manifestations of ICH are under crisis, threatened by globalization and cultural modernization. This paper provided the literature review as an analysis method and identified the significance of Living Heritage Conservation Education for the Community. In conclusion, the key a quality education, which in the Community-based Education for Living Heritage Conservation, not only fulfills people's needs but also helps link and empower both local people and the community to conserve the living heritage successfully.

Keywords: Community-based Education; Intangible cultural heritage; Public awareness; Quality education

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 DOI: <https://doi.org/10.21834/e-bpj.v5i13.2090>

1.0 Introduction

Preservation interpreted as an effort to maintain the heritage elements, both tangible and intangible elements. Heritage preservation involves the conservation of tangible heritage, such as buildings, landscapes, structures, sites, and communities. Besides the tangible elements, conservation also encompasses the intangible elements, including oral tradition, music, and cultural activities (Coppin State University, 2002 in Hani et al., 2012; Mohd Baroldin, & Mohd Din, 2018).

In 1960, R. Williams, an influential thinker of the 20th century, wrote that culture could not be abbreviated to its tangible products, because it is continuously living and evolving. He caught the essence of cultural heritage, which is comprised not only of tangible properties, but also and especially of the essential elements defining the living culture of human communities, their evolution, and their continuing development. Therefore, it includes all unnecessary elements considered by a given community as imperative components of its intrinsic identity as well as of its uniqueness and distinctiveness in comparison with all other human groups. In other terms, the culture of a people comprised of the totality of elements showing the very heart of its distinctive trait.

Intangible cultural heritage (ICH), made up of all immaterial manifestations of culture, shows the variety of living heritage of humanity as well as the most important tool of cultural diversity. The main 'constitutive factors' of ICH defined by the 'self-identification' of this heritage as an essential element of the cultural identity of its creators and bearers. Its constant recreation in response to the historical

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and social evolution of the communities and groups concerned; by its connection with the cultural identity of these communities and groups; by its authenticity; and by its indissoluble relationship with human rights (Lenzerini, 2011). Place identity linked to meanings and perception held by the people concerning their environment and the loss of identity weakens the depth of meaning, attachment, and diversity of place experience. This evident that new developments within the traditional settings in the city center transform constructed places and place meanings and attachments embedded in the existing social and cultural context (Ujang, 2017).

In September 2019, UNESCO launched the Futures of Education initiative to reimagine how knowledge and learning can shape the futures of humanity in a context of increasing complexity, uncertainty, and precarity. From climate change to growing inequalities, artificial intelligence to learning outcomes, UNESCO wants to respond to challenges, as well as opportunities that will impact the education and well-being of future generations. Now, people from around the world need to share their views on what the future of knowledge can be.

The Futures of Education initiative looks at 2050 and beyond, and seeks to understand how education can shape the future of humanity and the planet. The action is catalyzing a global debate on how knowledge, teaching, and learning need to reimagine to address today's and tomorrow's challenges. This initiative uses the concept of futures to recognize the rich diversity of ways of knowing and being around the world. It acknowledges that there are multiple dimensions to the future and that there will likely be various desirable and undesirable futures. The project will mobilize voices from around the world. It relies on a broad, open consultative process that involves youth, educators, civil society, governments, businesses, and other stakeholders.

The aim of this paper to analyzed the best non-formal education and identified the significance of Living Heritage Conservation for the Community toward Sustainable Development using a literature review. The objective of this paper to strengthen, preserve, and to pass the intangible cultural heritage that keeps it alive on to future generations in the community.

2.0 Methodology

This review article begins with a concept of the ICH, culture, and education, and describes the significance of Living Heritage Conservation Education for the Community toward Sustainable Development. Key issues identified through the review of literature on the Living Heritage Conservation Education for the Community and on its significance. The limitation of this study analyzed the best non-formal education initiative truth activities and events of living heritage. At the same time, it's also to educate the adult and young generations in the community.

3.0 Findings

3.1 The Concept of Intangible Cultural Heritage

'Intangible cultural heritage' is defined by Article 2 the UNESCO Convention as the practices, representations, expressions, knowledge, skills, as well as the instruments, objects, artefacts and cultural spaces associated in addition to that the communities recognize as part of their cultural heritage. This heritage, transmitted from generation to generation, is constantly recreated by communities and groups in response to their environment, their interaction with nature and their history, and provides them with a sense of identity and continuity, thus promoting respect for cultural diversity and human creativity. UNESCO's 2003 Convention for the Safeguarding of the Intangible Cultural Heritage proposes five broads 'domains' in which ICH manifested in Figure 1.



Figure 1. Five broads 'domains' in intangible cultural heritage
(Source: UNESCO, 2003).

Intangible cultural heritage has risks becoming disappeared forever or freezes as a practice belonging to the past if it not raised in the community. To strengthen the intangible cultural heritage keeps it alive, preserving and passing this heritage on to future generations, and while accepting for it to transform and conform in any situation. Safeguarding ICH can effectively contribute to sustainable development within each of the economic, social, and environment while also it was contributing to peace and security. Education is the most potent tool for transmitted living heritage or ICH practices of local people and the community.

3.2 Culture 2030 Agenda

Quality education as a Sustainable Development Goal number 4 (SGD 4) has been identified as a key priority in particular focus to investigating the role of intangible cultural heritage in expanding Education for Sustainable Development. In Culture 2030 Agenda, the thematic indicators divided into four categories (UNESCO, 2019) represented in Figure 2.

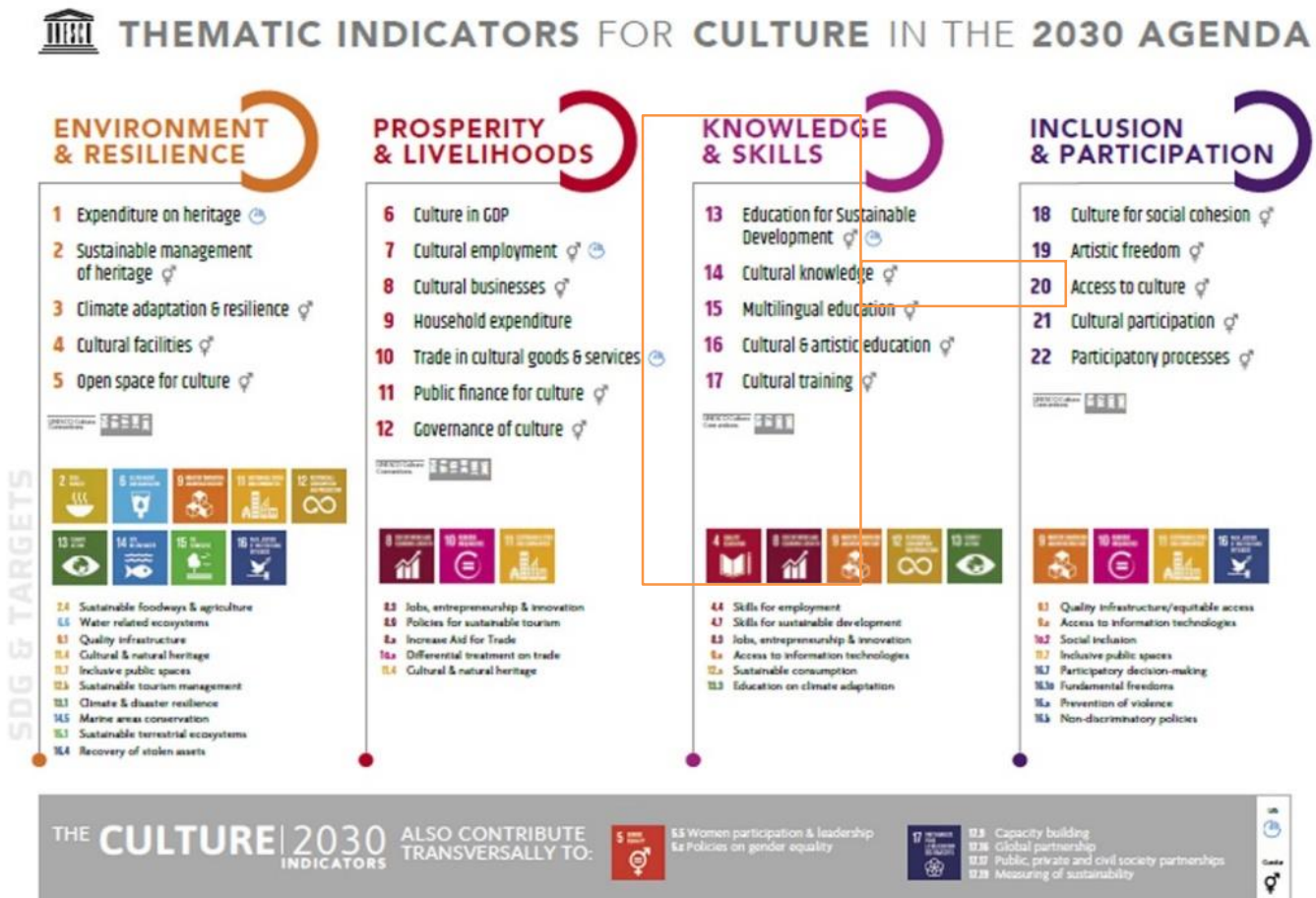


Figure 2. The thematic indicators for culture in the 2030 Agenda
(Source: UNESCO, 2019).

This study focuses on the category of Knowledge, Skills, and Participation only in Living Heritage Conservation Education for the Community. Education for Sustainable Development in this studies targets on sustainable development goals number 4 (quality education), 8 (decent work and economic growth), 9 (industry, innovation, and infrastructure), 12 (responsible consumption and production), 13 (climate action) and 16 (peace, justice, and strong institutions).

3.3 The Connection between Living Heritage and Education

Knowledge and learning are humanity's most considerable renewable resources for responding to challenges and inventing alternatives. Yet, education does more than react to a changing world. Education transforms lives and the world.

The primary purpose of education is to bring civilization into society. If education is unsuccessful in bringing about enhancement and well-being, then it is considered to be of no utility. Education considered to be the most potent instrument in bringing about changes within an individual. On the one hand, education acculturates an individual; on the other hand, it preserves, transmits, and develops the living heritage of society. It stated that education and living heritage are mutually interdependent, complementary, and supplementary in all their aspects and activities. Thus, the relationship between education and living heritage is imperishable.

Living Heritage plays a vital role in man's life. The awareness of living heritage can help an individual in adjusting to the natural and social environment, developing an individual's personality, socialization of the individual, proper use of freedom, and understanding

other living heritages' inappropriate meaning. Educational aspects and living heritage aspects imparted to an individual through their families, communities, and educational institutions. Taking into consideration the significance of living heritage and the role played by education in the socialization and the acculturation of an individual, it is meaningful to analyze the changes that have taken shape in our living heritage.

3.3.1 Cultural Educational for school

Most cultural-educational institutes around the world founded on European models. In fact, in many countries, it was the settlers or conquerors that introduced formal education. With such a turbulent history, indigenous peoples find difficulty engaging with educational institutes that are so foreign? For indigenous students to succeed within the education system, the students can develop a sense of belonging. This education system documented as being an essential human need to establish belonging a people needs to find commonalities with their own life and living situation that similarity with their context.

Many countries around the world have developed new education institutes to overcome. The educational framework starts with pre-school and primary schools through the nation's education body to teach cultural practice as part of their curriculum. The focus has been on early childhood education through to secondary level. Results are already showing the many successes of these schools. The tertiary education sector appears to be struggling to find common ground with both living heritage and education in the education system. The approach universities take to offer a qualification in a particular aspect of cultural practice. This approach seems to create more separatism rather than belonging. But many tertiary education institutes, particularly those who offer technical training and apprenticeships, are doing very little in this area. These institutes must begin to include cultural practice where appropriate as this age group educated before the introduction of total immersion and charter schools. Start by using language as a basis — the simple as learning traditional greetings, naming objects, counting, and learning songs. Living heritage and communication go hand in hand, so when teaching language, you must cover many aspects of the living heritage. Things like regional dialect, proverbs, place names, and traditional greetings can all lead to robust discussions and learning about living heritage.

"Integrative learning comes in many varieties: connecting skills and knowledge from multiple sources and experiences; applying theory to practice in various settings; utilizing diverse and even contradictory points of view; and, understanding issues and positions contextually." (Huber et al., 2005). In Hawaii, integrated learning in a charter school was used successfully with living heritage. The students were studying traditional gardening (living heritage). As part of this topic, they learned about the seasons and elements (science) measurement, volume, and distance (maths) and the impact of the garden on society (social studies) represented in figure 3. When the harvest time, they learned how to cook what they harvested and learn about the medicinal properties of some of the plants. Students experienced a range of learning modalities and drew on many different sources of knowledge for this single topic. From the level of engagement and understanding of these students, this approach was a success. Collaboration Learning helps to develop learning communities within classes and institutions (Laal & Ghodsi, 2012; Tinto, V., 1997).

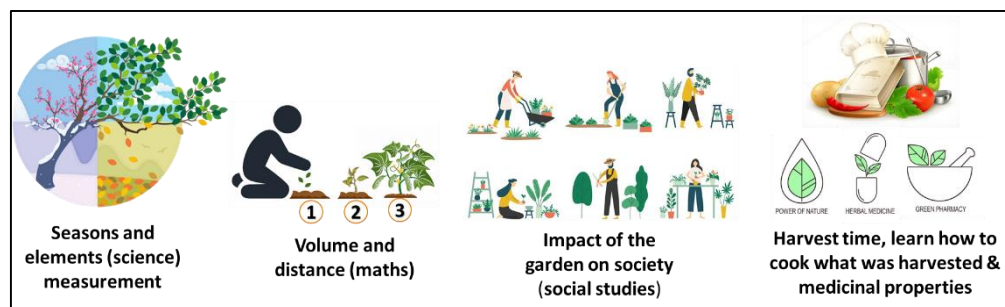


Figure 3. Integrated learning in traditional gardening (living heritage) at a charter school in Hawaii.

In Singapore, Heritage Education highlights 2017 on 1) Pre-school and Primary and 2) Secondary and Tertiary as part of the heritage education life cycle approach (Singapore National Heritage Board, 2017). These programs will give opportunity and accompany every student to learn about Singapore's culture and heritage at various stages of their academic journey. Singapore museums and institutions offered multiple events and activities in living heritage. The example of events and activities represented in Table 1.

Table 1. The example of events and activities offered by Singapore museums and institutions.

Program	Age	Day & Duration	Museums/ Institutions	Fees	Activities
Pre-school and Primary					
STAMPS! STAMPS! STAMPS!	4 years old	Mondays to Fridays (1 hour)	Singapore Philatelic Museum	\$7.00 per pax, min 10 pax	Learn about Singapore's rich heritage, nature, and traditional games captured on stamps! Program highlights include: - Introduction to stamps - Show & tell with traditional toys - Stamp game & coloring activity
THE WORLD OF STAMPS	5 - 6 years old	Mondays to Fridays (1 hour)	Singapore Philatelic Museum	\$7.00 per pax, min 15 pax	Do you know that every stamp tells a story? Learn about Singapore's

					heritage, transportation, traditional trades, games, and significant events, which captured on stamps at the Singapore Philatelic Museum. Program highlights: - Learn about the different parts of a stamp - Learn to remove stamps from an envelope - Complete a fun worksheet
COLOURFUL WORLD OF STAMPS	7 - 8 years old	Mondays to Fridays (1h 30m)	Singapore Philatelic Museum	\$7.00 per pax, min 15 pax	"The Colourful World of Stamps" unfolds as students go on a guided tour of the museum and discover that stamps are miniature ambassadors that document our historical milestones, national achievements, inspirations, and more. Students will also get to design their very own stamps and share them with their classmates.
SELF-GUIDED TOUR: CHASING BIBIK NEO	7 - 9 years old	Mondays to Fridays 10am - 12pm, 12pm - 2pm, 2pm - 4pm	Peranakan Museum		Students will have fun learning about the Peranakan culture while tracking down the mysterious Bibik Neo, the matriarch of a Peranakan household. Clues embedded in objects throughout the galleries.
TALES OF OLD SINGAPORE: AN INTERACTIVE TOUR	7 - 12 years old	Tuesdays to Thursdays (2h)	National Museum of Singapore	\$16.00	Find out more about Singapore's rich history through exciting tales from the past! On this interactive tour, students will learn more about Singapore's early days through storytelling, role-playing, and experiential learning. After the tour, students will also participate in hands-on educational workshops inspired by objects from the museum's collections for a multi-disciplinary, holistic, and reflective learning experience.
Secondary and Tertiary					
SINGAPORE HISTORY WORKSHOP: CROWN COLONY	13 - 14 years old	Tuesdays to Thursdays (2h)	National Museum of Singapore	\$18.00	What was life in Singapore like during the colonial era (1819–1942), and why did Singapore flourish as a trading port? This workshop encourages students to discover and appreciate how individuals and communities helped the island prosper to become a bustling entrepot. Students will go on a special guided tour of the Crown Colony section of the Singapore History Gallery. They will be engaged in thought-provoking discussions, hands-on activities, and quizzes.
NATIONAL STAMP COLLECTING COMPETITION WORKSHOP	13 - 16 years old	Mondays to Fridays (2h)	Singapore Philatelic Museum	\$4.00 per pax	Using stamp products and narratives based on a theme of students' choice (e.g., nature, transportation, sports, culture, etc.), students will work in groups of 4 and create a philatelic exhibition. At the workshop, students will gain knowledge on how to present their exhibits for the National Stamp Collecting Competition.
GUIDED TOUR: CROSS-CULTURAL ART#	13 - 17 years old JC, Poly, Uni 17 - 24 years old	Mondays to Fridays 10am-12pm, 12pm-2pm, 2pm-4pm	Asian Civilisations Museum		Discover the connections between the diverse culture of Asia and how the trade, interactions, and exchange of ideas have influenced art in Asia.
BE A STUDENT DOCENT @ SYSNMH	Secondary & Tertiary		Sun Yat Sen Nanyang Memorial Hall		Bring history alive as a student docent of Sun Yat Sen Nanyang Memorial Hall. Students trained by

					experienced trainers and gain useful skills and confidence in leading guided tours for their peers and the public.
MHC-STUDENT GUIDE PROGRAM	Secondary & Tertiary		Malay Heritage Centre	Free	Students will be trained by experienced trainers to conduct soap box-styled tours based on the themes within the Malay Heritage Centre's permanent galleries. By the end of the session, students will learn more about the port town of Kampong Gelam, the contributions of the Malay community in Singapore, gain confidence, and be equipped with necessary guiding skills.

(Source: Singapore National Heritage Board, 2017)

3.3.2 The School of Living Traditions

The School of Living Traditions (SLTs), as a flagship project of NCCA, is initiated by the Subcommission on Cultural Communities and Traditional Arts toward the safeguarding of traditional cultures and practices through the transfer of indigenous knowledge and skills to the young people by the cultural masters in the community. The SLTs have become a model that is being adopted by the different agencies and institutions not only to safeguard cultural heritage but also for the advocacy for the reinvigoration of indigenous knowledge systems as well as for the recognition of cultural rights (Talavera, 2015).

Besides being a form of safeguarding measure, the SLT now channeled through the project proposed by the International Research Centre for Intangible Cultural Heritage in the Asia-Pacific Region (IRCI), i.e. one of the category 2 centers of UNESCO to promote the 2003 convention and its implementation. It is envisioned to be an integrated and inter-agency development intervention involving cultural communities and multi-sectoral stakeholders as well as local government units and assisting government agencies to ensure that "education for sustainable development, including gender equality and human rights, is mainstreamed at all levels in a) national education policies, b) curricula, c) teacher education and, d) student assessment."

In Philippine, a guide for facilitators and coordinators for a School of Living Traditions on *Buklog* Thanksgiving Ritual of the Subanen was done in 2019 by the International Research Centre for ICH in Asia-Pacific Region, under the auspices of UNESCO, and the National Commission for Culture and the Arts. This learning guide comprises two parts. The first part narrates the context of the *Buklog*, a vital ICH element of the Subanen people, while the second part provides a collection of learning modules related to the *Buklog*. The five samples of SLT Learning Modules for a School of Living Traditions on *Buklog* Thanksgiving Ritual of the Subanen was provided based on five board 'domains' in Intangible Cultural Heritage showed in figure 4.



Figure 4. The 5 samples of SLT Learning Modules for a School of Living Traditions on Buklog Thanksgiving Ritual of the Subanen.

3.4 The significance of Living Heritage Conservation Education for the Community

Safeguarding ICH can effectively contribute to sustainable development within each of the economic, social, and environment while also it was contributing to peace and security. Education is the most potent tool for transmitted living heritage or ICH practices of local people and the community. The significance of Living Heritage Conservation Education for the Community showed in figure 5.

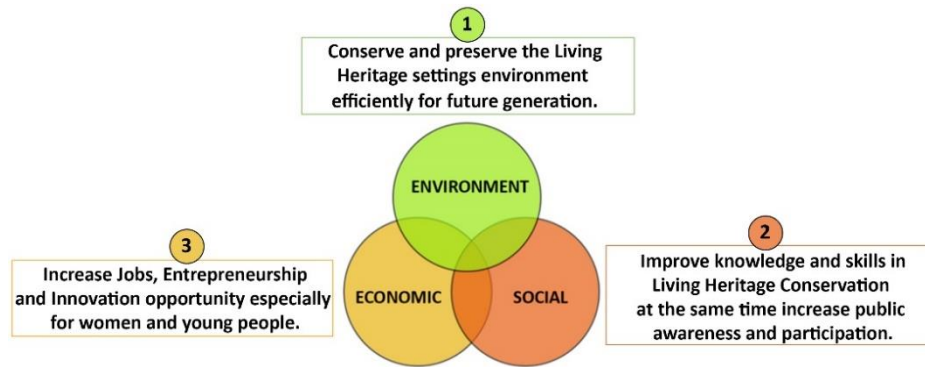


Figure 5. The significance of Living Heritage Conservation Education for the Community.

4.0 Conclusion & Recommendations

In conclusion, the key a quality education, which in the Community-based Education for Living Heritage Conservation, not only fulfills people's needs but also helps link and empower both local people and the community to conserve the living heritage successfully at the same time increase public awareness and participation. The new direction for further research of this study to provide the Community-Based Education (CBE) Framework for Living Heritage Conservation and Its Participation Level toward Sustainable Development at World Heritage Site in Malaysia.

Acknowledgments

Fundamental Research Grant Scheme supported this study under the Ministry of Higher Education Malaysia (FRGS/1/2019/WAB04/UPM/02/2). The authors would like to thank Universiti Putra Malaysia for their support.

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